

**Communication Skills for Policy Analysts**

**Fall 2024**

### Instructor Information

* Thom Blaylock
* Email: [thomblaylock@nyu.edu](mailto:thomblaylock@nyu.edu)
* Office Address: 105 E 17th St.
* Office Hours: Appointment link on Brightspace

### Course Information

* Course Number: MSPP-GP 2100
* Class Meeting Times: **Tuesdays September 5~December 15, 2:00pm-3:40pm**
  + **No Class October 15 (Legislative Day)**
  + **Asynchronous Class November 26**
* Class Location: 105 E 17th Street (Wagner Building) Writing Center Room (279)

### Course Description

I would love to call this course “Manipulation, in a good way.” The goal of the course is to help you get the most out of every form of communication: to change minds with the written word, win allies in person, to sway audiences in presentations, and to get what you want out of the various forms of communication most common in the careers of recent NYU Wagner graduates. You will work both individually and collaboratively on a series of communications deliverables including:

1. Memos;
2. Oral Presentations;
3. Negotiations;
4. Talking Points;
5. Audio; and
6. A final unified campaign putting much of these forms together to enact a change you are passionate about.

Each work product will be treated as a case study with specific audiences and a well-defined purpose.

### Course and Learning Objectives

Students who successfully complete this course will be able to:

1. Write well-reasoned, fallacy-free, clear and effective documents;
2. Speak Clearly and effectively in public settings
3. Speak clearly and effectively in pre-recorded videos and podcasts
4. Layout and prepare well-written and aesthetically pleasing presentation slides
5. Edit for clarity, conciseness, grammar and appropriateness of content for a specific audience
6. Effectively offer and receive thoughtful, specific, and actionable feedback to and from class colleagues
7. Utilize modern communication aids the way you will in your career such as Grammarly, GPT and other large language models.

### Teaching Methods

In addition to short lectures, class discussions and case-based exercises, the course utilizes a writing workshop approach during many sessions. The main difference between a normal class and a workshop is that the foundation of workshop discussion and study is student work.

Students will review their peers’ work and offer thoughtful constructive criticism in a safe environment. The emphasis is not in just identifying flaws, but also identifying strengths that will help colleagues improve their assignments. The workshop setting also aims to help improve student’s ability to give and receive in-person feedback and run effective meetings.

### Chat GPT and other LLMs

Ethical uses of ChatGPT, Gemeni, and other generative AI tools are permitted but require acknowledgment. I will provide specific guidance on how you can use these tools for each assignment. In fact one assignment requires their use. As a reminder, please review Wagner’s Academic Integrity Policy, which is also mentioned separately on this syllabus.

### Resources to buy/subscribe to:

There are three things:

1. **Grammarly Premium (I provide!)**. I have just finished a six month pilot of the software and it is terrific. You get some great feedback and trend checking. There are also settings for people who are English learners that identify words and phrases that are tells. It has tone and formality checkers as well as a zero-stakes plagiarism checker. I will expect all your written deliverables to be the best you can possibly produce and this software goes a long way to helping you get there. This does things that aid in your learning so much better than having ChatGPT or other LLMs just fix a draft.
2. **Adobe’s Audition (I provide!)** : you should already have been invited by NYU’s adobe license to download Audition through the creative cloud.
3. **Zoom Pro with recording (I provide!)** : I will send you a link to sign up for recording. The operative thing we’ll do though is record inverviews with seperate track recording. This is so that we can edit the audio on different tracks.

### Readings

Readings will be posted on Brightspace. I change supplemental readings based on issues I see in your writing and communication skills. When a reading is assigned, please bring a printed or digital version of it to class in case it is referred to directly in class (It always is.)

Use a Dictionary: I will expect you to know meanings of all words that appear in all the texts we read, (including the student-written texts and especially your own work.) If you don't know it, look it up. I may put you on the spot in class!

# Assessment and Grading Policy

Student grades will be based on the assignments below. I am not a gotcha grader. My rubric is attached. I no longer have a “participation” grade. Any assignments worth less than 10% of your final grade will be graded mostly on completion and clarity.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Assignment** | **Where to Upload** | **Points** |
| See Brightspace | Introduction Email  Introduction Discussion Post | Assignment Tab  Discussion Board | 5 |
| See Brightspace | Module 2 Reflection |  | 5 |
| See Brightspace | KPI Memo Draft | Discussion Board | 5 |
| See Brightspace | KPI Memo Revision | Assignment Tab | 5 |
| See Brightspace | Communicating Complicated Problems Presentation |  | 10 |
| See Brightspace | Group MED-Lee Talking Points |  | 5 |
| See Brightspace | MEDLee Advisement Email |  | 5 |
| See Brightspace | AI Debate Prep Doc and Op-Eds | Shared Google Doc | 5 |
| See Brightspace | In-Class Debate Performance and Prep |  | 15 |
| See Brightspace | Unified Campaign Interview 1 | Dropbox Audio Link | 5 |
| See Brightspace | First Draft Unified Campaign Intellectual Document (Memo or Op-Ed)  *Grade is based on completion of draft and quality of feedback* | Discussion Board | 10 |
| 12/9/2024 | Unified Campaign (Audio, Revised Document, and Cover letter) |  | 25 |

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| --- | --- |
| **Date** | **Topic** |
| 9/03/2024 | Module 1: Introductions |
| 9/10/2024 | Module 2: Social Styles |
| 9/17/2024 | Module 3: Kennedy Kreiger [Group 1] |
| 9/24/2024 | Module 3: Workshops [Group 2] |
| 10/01/2024 | MED-Lee Module 4 |
| 10/08/2024 | Module 5: Difficult Problems |
| 10/22/2024 | Module 6: Workshops [Group 2] |
| 10/29/2024 | Module 6: Workshops [Group 1] |
| 11/05/2024 | Module 7: Breaking Down |
| 11/12/2024 | Module 8: Interviewing |
| 11/19/2024 | Module 9: Audio Bootcamp |
| 11/26/2024 | Module 10 Virtual: Turn First |
| 12/04/2024 | Module 11: AI Debate Op-Eds |
| 12/10/2024 | Module 12: Debate |

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| --- | --- | --- | --- | --- |
| **Element** | **A - Excellent** | **B - Good** | **C – Below Standards** | **Not Acceptable** |
| Argument or Thesis | * Strong and specific argument easily identifiable by intended audience. * Major points and research reinforce the argument throughout the piece. | * A solid argument identifiable by a reader though not perhaps to the intended audience. * Most points reinforce the argument throughout the piece. | * Generalized or vague argument not identifiable by a reader. * Some points reinforce the argument, but many fail to reinforce or relate to the argument. | * No identifiable argument. * Individual points lack cohesion and fail to express a uniform idea. |
| Critical Thinking and Analysis | * Clear presentation of critical thinking related to the issues, substance, central argument and research. Easily understood by intended audience. * All facts,   figures and supporting research relate to the central argument or thesis and are effectively contextualized and analyzed for intended audience. | * Demonstrates effective critical thinking, but some points could be more fully developed. May not be easily understood by intended audience * Supporting research relates to the central argument and is mostly contextualized and analyzed for a reader. | * Overall shallow analysis of topic. Need to delve deeper into subject. * Supporting research is either absent or is not contextualize d and analyzed. | * Very little analysis. * Discussion is entirely opinion- based without supporting, contextualiz- ing or analyzing any research |
| Development of Ideas | * Ideas are fully developed. Overall the piece is thought provoking. | * Most ideas are fully developed and thoughtful. | * Ideas are briefly explained, but information and analysis may lead to confusion by a reader. | * Difficult to understand the ideas in the piece. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **A - Excellent** | **B - Good** | **C – Below Standards** | **Not Acceptable** |
| Application of Theory | * Theory and research clearly reinforce the central argument and major ideas | * Demonstrates understanding of how theory and research is used to reinforce the argument and major ideas | * Demon- strates some understand- ing of how theory and research should reinforce the major ideas | * Fails to demonstrate an understand- ing of the theory and no clear use of research to reinforce argument or major ideas |
| Word Choice | * Use of terminology is correct in all instances. Dead and tired clichés and metaphors are avoided. * Strong use of simple, precise and effective language easily read and understood by intended and potential audiences | * Occasional use of inappropriate jargon, acronyms or imprecise terms. Minimal usage of dead and tired clichés and metaphors. * Minor issues with wordiness, repetition. Easily understood by intended audience, but perhaps not by other potential audiences. | * Many mistakes in terminology. Frequent use of dead and tired clichés and metaphors. * Some issues with wordiness and repetition. Mostly understand- able to intended audience. | * Imprecise terminology and heavy usage of jargon and acronyms. * Wordy and repetitive. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **A - Excellent** | **B - Good** | **C – Below Standards** | **Not Acceptable** |
| Organization and Structure | * Effective use of formal structure such as subheadings and conventional formatting. * Thoughts follow a clear internal logic reinforced by the formal structure * Overall structure is strong and contributes to the effectiveness and clarity of the piece. | * Mostly effective use of formal structure. Subheadings could be more descriptive or formatting could be improved. * Thoughts mostly follow an internal logic reinforced by the formal structure * Overall structure is acceptable. | * Ideas difficult to follow. * Lack of internal logic. Unclear formal structure * Overall structure distracts from the meaning of the piece | * Completely illogical * Unstructured, disorganized |
| Grammar | * Few if any grammatical errors. Any errors do not affect meaning | * Minor errors cause momentary distraction for readers. | * Errors do not cause the writing to be unclear, but weaken the effectiveness of the communica- tion | * Systemic errors that make the writing difficult to read. |
| Academic Convention | * Research is properly cited for the medium of the piece. | * Some missing citations or a few improperly cited sources. | * Research is inconsistently cited. Un- cited facts, figures and passages bring about questions of plagiarism in reader’s mind. | * No citations. Clear violations of rules of plagiarism. |

A NOTE ON ATTENDANCE AND ITS EFFECT ON GRADES:

Normally my rule is two absences can be excused with prior notification to the professor for no penalty. Barring true emergencies, each unexcused absence will subtract 1/3 of a letter grade from your final grade (i.e. an A+ would become an A.)

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu)](mailto:mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

### NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide the course to schedule mutually acceptable alternatives.

# Detailed Course Overview

## Module 1 : Some thoughts about writing and communicating and the Kennedy Krieger Case

Great readings, discussion in class, why we are doing this? What will you be able to do well at

the end? Write emails. Give and receive feedback. Prepare talking points for synchronous communications (negotiations, debates, meetings)

Reading:

Ben Yagoda, When you catch an adjective, Kill it: Intro

Notes: This is my favorite discussion of grammar and the arguments that happen all the time between people like me who believe that communication is an act of conveyance as well as identity building and many people of authority, including managers, professors, (you?) who use grammar as a crutch and stand-in to describe good writing and good thinking. Even worse, some people believe in a kind of prescribed idea of the perfect sentence: deviation from which means you are inarticulate. The truth, that we will discuss in class, is that you get away with what you can get away with as a writer and communicator. That is very much about flexing to your audience and much less about grammar.

Joan Didion, The White Album: Bureaucrats

Notes: I love Joan Didion. She’s a bit of a shit-kicker and man did she hate HOV lanes in 1976. In a few weeks you will have the option to consider HOV/HOT messaging, but for now I wanted you to see as Joan goes in and interviews smart data-driven policy specialists like you. These decision-makers are terrible at communication, unlike you I hope! They are also pretty awful at telling the truth.

Saul Alinsky, Rules for Radicals: Communication

Notes: You’ve probably read parts of Alinsky’s Rules for Radicals because a bunch of your professors through the years idolize Alinsky. Not me. But I love what a clear communicator he is and what he has to say about community organizing is applicable in literally any situation. Communicating with people requires having some kind of shared experience. Find that experience and flex to it and there is your common ground.

George Orwell, Politics and the English Language

Notes: I know, this is an old British essay, but wow is it great! I wish I could get everyone to read this and not just his six rules of great writing which are consistent with everything else you will learn in this course, but also about the way tired old cliches and side speak can bring down governments, moral authority, and our willingness to hold powerful people accountable. This is very appropriate right now.

### Assignment: Introductions

There are two short assignments doing similar things for two diﬀerent audiences.

1. **Email Introduction**

**Read these four pieces. Write me a pretend email (uploaded to classes as an assignment)**

Subject line: Communications Skills Email Introduction.

Introduce yourself to me and pretend you are on the waitlist hoping to get a seat in the class. (Ha! A waitlist for my class! I know.) You have read the first four assigned readings, tell me if something in one of them got you to thinking about your own life or career or past communications and how it made you want to stay in the class.

**Why I assign this:** I assign it to be turned in before class because these small assignments improve class discussion. Also: I want to see how you write the most common form of professional written communication: an email. I want to have something to remember you by. I want to hear your thoughts on one of these pieces of writing that I love, even if you don’t love them! I also use small assignments like this to give you feedback way before you turn in longer pieces.

1. **Discussion Board Post to Introduce yourself to your classmates**

Read the prompt and follow the instructions to create your post there. Read it closely--this assignment is straightforward but the instructions are buried in a wall of text written to emulate real life.

**Why we do this:**

This is a bit of a public profile that is analogous to a common writing assignment for large companies and organizations. It is also a great counterpoint for the email introduction which is intended just for me. This will be accessible to your classmates and hopefully you'll check back after the first day to see what they wrote and learn something new about them.

## Module 2: Figuring out where your comfort and discomfort lies in Communicating in teams and collaborating

**Pre-Class Self-assessment on Brightspace**

Notes: You have done many of these before. I like this one because it oﬀers a good conversation starter for the in class work. If you let these results reshape your identity you are doing it wrong and I apologize.

Read the appendix for your “type”:

Notes: I know, this reads a bit like a horoscope, but the writers behind these are excellent at prepping for social interactions and thinking about those interactions as professional social challenges. We will too!

Listen to past semesters’ Unified Campaign Podcasts on Brightspace Read the KKI Case. We’ll unpack that at the end of the session.

**~~Assignment: Module 2 Reflection CANCELED~~**

~~Write 200-300 words max answering one of the following prompts:~~

~~Choose 1:~~

1. ~~Social Styles Reflection: Tell me how this or a past self-assessment has added to your self-~~ ~~awareness as a communicator and how might you act on that self-awareness to improve~~ ~~your communication in the future.~~
2. ~~The last several months have seen a migration to online collaboration, learning, and work.~~ ~~Tell me how this new reality in professional and academic communications changes the~~ ~~way you communicate with people. What is lost as we move to a more virtual nearness?~~ ~~What is gained? What communications and professional issues are you most worried about~~ ~~due to the these changes. How do you plan to overcome those issues?~~

**~~Why we do this:~~** ~~With these reflections, we are closing the loop. I want you to use the writing~~ ~~of this as a self-guide to improve at least one aspect of your communication skills.~~

## Module 3 (Two Weeks): Lead Poisoning; Giving feedback, being heard, using feedback, Memos and the SCQR action introduction method.

Giving feedback in groups, how to be heard in groups and how to listen, email conventions, the

best email you’ll ever write.

Reading:

Weeks, Holly. “The Best Memo You’ll Ever Write.” Harvard Management Communication Letter. Article Reprint No.: C0504C

Notes: the way I see it, SCQR is your default formula for writing emails and great introductions to memos and briefs. Super applicable in all formal professional writing. It provides a framing logic model for every situation.

Silverman, L (2023, August 15). Zero Lead is an impossible Ask for American Parents. The Atlantic. [https://www.theatlantic.com/health/archive/2023/08/lead-exposure-child-risks/](http://www.theatlantic.com/health/archive/2023/08/lead-exposure-child-risks/) 675093/

Notes: This recent article shows the diﬃculty of people to remedy lead from their home and how expensive a proposition this remeans especially in the city.

Tannen, D. The Power of talk: Who Gets Heard and Why. Harvard Business Review, Sept.-Oct. Reprint #95510

Notes: I assign this to show you some data support for things you probably already know, but maybe not how to deal with especially related to gender in the workplace and how people hear and support each other in meetings and group situations. Such as the workshop we’re doing today, the debate prep coming up, the negotiation prep coming up, really everything in this course.

Case: Kennedy Krieger

Notes: You cannot do the assignment or participate in class if you have not read the case. Read the case! It’s fascinating.

Required Viewing: Sample KKI memo workshop from a few years ago on zoom.

**Assignment: KKI Memo**

**Draft 1—Post to your KKI Memo group Discussion board three days before class:** Using the SCQR Introduction method write a “What we should have done” memo advising the Kennedy Krieger Institute about what they should have done regarding their lead study.

Memo Setup: Johns Hopkins is building a knowledge bank for continuing education of its research professionals. They ask you to take a look at what happened with the lead abatement study and what they should have done.

Memo Structure:

1. Introduction (SCQR) what happened, what did Kennedy Krieger Institute or JHU do wrong and when/what should they have done diﬀerently
2. Background: (the context of the Kennedy Krieger study)
3. Critical turning point: What did they do wrong and when should they have changed what they were doing? What should they have done? What were some rational reasons they had at the time to not change?
4. Retrospective Recommendation: At the turning point above, what should KKI have done? What would have been the ramifications (financial, scientific, public health, ethical) if they had done your suggestion then without the knowledge of foresight?
5. Lessons for today: Ultimately what lesson should JHU and KKI employees take away from this experience to apply to current research at the university?

**Read the KKI memos from your group. Post a short note—Answering this question: After reading your group mates work, what do you need to do diﬀerently in your revision?**

**Revision Due before Module 4 class:** Upload to Brightspace in one document: 1) A 50-150 word cover letter explaining how you revised your memo and what feedback was most helpful for that revision process in your in-class workshop 2) your revised memo.

**Why I assign this:** I love this assignment because it is one of the most important public policy cases since 2000 or so with implications for researchers and universities. But most people do not know anything about it and the catastrophe of lead poisoning in Michigan and other places overshadows it in terms of lead impact so much that even epidemiologists do not teach it that much.

## Module 4—collaborate on Negotiation prep MEDLEE

Read the case

Watch negotiation videos and lecture

Run MedLee Case in Class Associated Readings/videos/etc

[https://www.youtube.com/watch?v=llctqNJr2IU](http://www.youtube.com/watch?v=llctqNJr2IU) Closs—let them say no to what you want

**Assignment: Negotiation Talking Points**

In much larger teams prepare talking points memo on Google Docs. Be sure to include your walk away conditions. I will share it with you and will check in occasionally if you @thomblaylock@nyu.edu me in one of your comment blocks.

In Class: Run the negotiation.

Debrief: Return to your teams and score yourselves. Did you win? Present interesting moment from each debate. Scoring: -1, 0, or +1 for each 1-on-1 negotiation for each part of the negotiation: 1) profit, 2) Staﬃng, 3) decision-making, and 4) conflict resolution. If everyone in your team achieved their goals in every aspect of the negotiation you would have +4 points for each member. It is possible on many points for both sides to feel as though they won or both feel as though they lost. Pick one speaker for your group. Speaker reports back.

What could you have done better? Discuss in groups. New Speaker reports back.

What is one piece of advice you would give to students in Spring 2020 doing this debate?

Why do we do this: I want to reinforce the preparation required for verbal communication challenges, but collaboration in large groups gets harder. I also want you to feel more comfortable in negotiation situations and just to think of them as communication challenges. You are persuading, but mostly you are here again trying to occupy perspective to figure out what you will need to give to get what you want. Purpose, Audience, Intent?

**Assignment: MEDLEE Memo**

**350-450 word memo: Uploaded to Brightspace.**

This memo is for next year’s communications’ skills students. Advise either team Armstrong or team Lee for next semester’s negotiation. The title is General advice that would have helped me Negotiate Better. You choose what the most eﬀective structure and content for the advising memo. Just make it so it would have been helpful to either you or the person you negotiated against this year. This must have an SCQR introduction.

**Why we do this:** This is the last reflective practice memo we will write. You have free rein on making the structure match your goals of advising. I have seen lots of diﬀerent successful approaches to structure on this. Also SCQR practice is always welcome.

## Modules 5 —Communicating Diﬃcult Problems

This week we are going to work on identifying and communicating problems that might require policy work. You know from IPP that policy can mean quite a large vaiety of things. Here we are going to think about it in the same broad terms. But before any policy solutions are considered we need to find the problem that needs addressing. Students of mine often tell me they are for universal basic income or Medicare for All or paying people more at the non-profit where they work or some other policy solution. I always ask the same question, what problem are we trying to fix. If the problem is “we don’t have universal basic income,” then you have not done enough of your thought work.

**Readings: This is the heaviest reading of the term Please plan accordingly**

Pahlka, J (2023). Recoding America. Macmillan

Notes: I give you the first two chapters of the book. You should buy and read the whole thing, but for this session you really need to get an understanding of how important implementation is to making good policy and why so many major policy failures are due to the way we handle digital data.

Smith, C (2023) Writing Public Policy. Oxford

Notes: This is a guide to identifying a good policy problem. We will talk about two of the cases from this reading in class and then begin your presentations.

**Assignment: Memo and Presentation** Figure out a problem that could possibly be fixed with some kind of policy change. Write an SCQR introduction where the Complication is your problem and Resoulution is the sentence, “As a start I have identified some potential challenges and stakeholders to solve this issue.” Then include three lists:

1. 10 challenges for solving it
2. 5 people/organizations who would benefit from solving the problem.
3. 5 people/organizations who benefit from not solving it.

Presentation: You will have 5 minutes to present your policy problem to the class. The content should be what is included in your memo. But do your best to make the presentation engaging and relatable to your audience. Go into detail about one or two interesting things about your case—Ask yourself this question, “What do my colleagues need to know about this issue in order to give me feedback that can help me make my topic better?

**Upload to the assignment tab under “Diﬃcult problems memo and presentation ” In Class:** Upload your memo and your slides as a single pdf

**Why we do this:** Figuring out a problem is the most important and hardest part of solution formation and implementation. Solving a problem is the Northstar that you can keep going back to decide whether or not you are still working toward the right goal. We will emphasize this over and over. Your Purpose in this class is figuring out the most elegant way to solve this problem. I know this feels a bit like what you do in IPP. The topic should diﬀer from that class and this is building toward a final unified campaign that will include interviewing stakeholders and producing a podcast and a memo or op-ed.

## Module 6 (2 Weeks) First Draft Intellectual Document Workshops

**Assignment: Intellectual Document**

You will need a document to guide you in your unified campaign. This piece must identify a problem, contextualize it, discuss at least three possible approaches to address the problem, advocate for and defend a “best” way to solve it or work toward solving it. The structure will vary depending on the form you choose. It may either be:

1. an op-ed intended for a specific publication (think of the op-ed event in Intro to Public Policy; or
2. A memo that would live somewhere on an organization’s webpage. So it would have a wide non-technical audience, but readers will be people who would intentionally click on a link to such a memo (for one reason or another they are already interested in your topic.)

Breakdown of the assignment.

**Problem:** This is the thing you hope to solve or work toward solving. It could be as far-reaching and nebulous as ending a culture of white supremacy; or as focused as the bike lane on Navy street is dangerous and scary. Just remember it is harder to suggest cure-all solutions to big societal problems.

**Contextualize:** Help your reader understand the scope and scale of the issue. Who are the people aﬀected by the problem? What is the community we are talking about here?

Approaches to addressing it: What are some things that could be done about it? If you can talk about policies and initiatives other organizations are pushing.

**Best Way**: What do you think should happen and why is that the best option? There are many possible ways to argue why something is ‘best’ including ethical considerations, financial, political feasibility etc. Make sure your reader knows what the terms of your argument are. In this section you will need to include at least one example of quantitative analysis that helps your option.

**Here is a silly example:**

P: I do not have health insurance and cannot see a doctor.

C: Millions of Americans do not have health insurance or enough money to see a doctor and that costs the nation millions of dollars. Also, I have recently graduated, lost my parents’ insurance and have had only one job interview.

A: There are lots of ways I personally could get insurance or enough money to see a doctor: 1) family helps, 2) medicare for all passes and is signed into law, 3) I get a job with the federal government that does not shut down and access to sweet medical security.

B: Getting a job is best because I also have to pay my rent and that seems more feasible than swift passage of sweeping healthcare reform. And I do not want to worry my family by asking them to help. Also, they are not doing so great right now.

**Assignment Intellectual Document Comments:** We will workshop these in class all together 5 per week for 2 weeks. You must print each workshop submission, mark it up with a pen and then write short email to the writer (cc me) explaining your notes and the the 1-2 things you like the best in the person’s piece and the 1-2 things that need to be improved most. If you are on- line we can talk about other ways of doing the equivalent of pen/paper mark up. I use an iPad with notability for my mark ups and it is exactly the same thing. I do not love suggested edits in collaborative documents for this kind of thing. We’ll talk about my general thoughts on this in class.

A revision of this is due at the end of the term. Let this continue to change as you work through your podcast and the interviews you will conduct in that process.

Revise your draft based on notes from me and your classmates.

## Module 7 Using Zoom Pro for recording and breaking down podcasts

Look to brightspace for this week’s lesson and readings. The resources are new as Zoom has recently added the ability to record seperate audio tracks. Also, there are specific readings and listens I want you to

## Module 8—Interviewing

This week we will practice impromptu public speaking and interviewing. One lucky person will be interviewed by me at the start of class. Then we will break into group of 3 to practice interviewing folks. Our case is this: pretend you are writing a 500-800 word profile of your classmate for a the Wagner Alumni newsletter. Readers of that publication are interested in who current Wagner students are, what they are working on and how they hope to spin their current work into a career. In this case we will keep the “working on” part to be about their unified campaign, but anything else is fair game. Groups will be pre-assigned and you will know who you are interviewing ahead of class. Each interview will have an invterviewer, a subject and an observer.

Readings: https://[www.animalz.co/blog/how-to-interview-someone-for-an-article/](http://www.animalz.co/blog/how-to-interview-someone-for-an-article/)

Why this article: This one is a pretty decent guide to figuing out and achieving your goals while interviewing an expert, but also leaving yourself open to directions that surprise and inform you in ways you had not prepared for.

**Why we do this:** Every year people have two gripes on their course evaluations. First they say they want more practice speaking in front of groups. Second, they wish they practiced and got feedback interviewing in lower stakes situations before they interviewed professors and other issue area experts.

## Module 9

**Audio BootCamp**

**This is your first Audio assignment—Interview one of your stakeholders. Limit the time to 15 minutes.**

**In class we will work on it as an audio studio editing session. I will walk you through some of the most important tools of professional and amateur audio editing including noise reduction; cleaning up speech tics, the ethics of audio editing; multi-track dubbing, audio normalization and basics of podcast narrative building.**

**Before class.**

* interview a stakeholder related to your unified campaign
* Download/install Adobe Audition on your computer
* Watch the three how-to videos on Brightspace.

## Module 10—Asynch Edit your first 5 minutes of your podcast

* If you have not signed up for the Class RSS feed, do so
* Edit your interview down to 4 minutes
* Create an introduction that includes:
  + music that fades in and fades out
  + one piece of found sound
  + Your recorded voice over
* Export to MP3
* Upload to Dropbox

## Module 11 Current Events: AI writers

Assignment:

Write at least 4 Op-eds using chatGPT, Gemini or any other LLM you want to practice using. They should be about a topic related to your unified campaign. Pick the best one, spend exactly one hour editing, adding, fact checking. Then spend no more than 15 minutes proofing using Grammarly Premium. Post to your edited version to the discussion group

Readings

**Print** and read group-mates’ Op-eds and take notes. We will be giving feedback in class as though they wrote the op-eds the old fashioned way.

Discussion: What does it mean that AI wrote these things. Will you find a place in your career for AI writing tools?

Group Breakout: Debate team captains assign background research to research team and begin prep for next week’s debate.

**Module 12 AI Debate Assignment on Brightspace**